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ABSTRACT

This strategic plan for the University of Hawaii Community Colleges (UHCC) addresses the following issues: (1) Philosophy; (2) Mission; (3) State-Wide Reach; (4) Board of Regents Statement on UHCC Mission; and (5) Organization. UHCC consists of seven campuses, four on Oahu, and one each on the islands of Maui, Kauai, and Hawaii. Each campus offers remedial/developmental instruction, as well as a comprehensive liberal arts program articulated with all the baccalaureate colleges in Hawaii. The UHCC goals for 2002-2010 are as follows: (1) Goal A: promote learning and teaching for student success; (2) Goal B: Function as a Seamless State Institution; (3) Goal C: Promote workforce and economic development; (4) Goal D: Develop human resources recruitment, retention, and renewal; and (5) Goal E: Develop an effective, efficient, and sustainable infrastructure to support student learning. Each of the goals presented addresses the current situation, including strengths and weaknesses; action strategies for achieving the goal; and key performance outcomes. UHCC aims to increase the rate of graduation or continued enrollment by 45% by 2010, increase the number of students enrolled in distance education courses and programs to 7,500 by 2010, and increase the annual number of students who transfer to a UH baccalaureate-granting college to 2,500 by 2010. Includes an analysis of resource requirements. (NB)

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STRATEGIC PLAN
2002 - 2010

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University of Hawai`i Community Colleges
Honolulu, Hawai`i 96822
September 2002

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INTRODUCTION

In 1997, the UH Community Colleges completed work on a strategic plan that identified critical issues, established goals, and set the agenda for our system priorities. This plan, coupled with campus academic development plans, allowed us to focus our limited resources on our most important tasks. Over the past four years, we have made significant progress in each of the major areas we laid out for critical attention.

Yet, in the time since our last strategic plan was approved by the Board of Regents, significant changes have occurred in our communities, our state, and our country. Changes in our economy, changes in the expectations the community has for us, changes in leadership, and changes in the nature of the opportunities and challenges that confront us. Responding quickly and intelligently to such changes has always been one of our hallmarks; maintaining a clear and focused strategic vision is a central part of our response.

The UH Community Colleges system is one of the leading educational institutions in the Pacific, and intends to continue that path in the 21st Century. With a clear, focused strategy, we can capitalize on the changes spurred by this new information and technology era.

Last year we embarked on an ambitious effort to review, debate, integrate newly identified needs and goals into a pro-active strategy through this Strategic Plan Update: 2002-2010. This effort involved a partnership among students, faculty, and administration to ensure that critical issues were identified, and that a mutual commitment to the accomplishment of shared goals and priorities was established. We will need to revisit this document regularly to ensure our pathway remains true to our mission.

Attention and action from all members of the Community Colleges will be needed in order to implement this strategy—not only to meet the postsecondary goals of our citizenry, but also to provide leadership in helping Hawai`i's people work productively in an increasingly complex world. The attainment of the goals set forth is essential if we are to retain and enhance the quality and credibility of Hawai`i's Community Colleges.

Joyce S. Tsunoda
Senior Vice President, University of Hawai`i and
Chancellor for Community Colleges

I. PHILOSOPHY, MISSION AND ORGANIZATION

The purposes of community colleges shall be to provide two-year college transfer and general education programs, semi-professional, technical, vocational, and continuing education programs, and such other educational programs and services as appropriate for such institutions.[1]

PHILOSOPHY

The University of Hawai`i Community Colleges as a unit has a philosophy and set of core values which influence and guide the fundamental decisions, attitudes, and behavior of its members. These core values are to be communicated throughout all sectors of the Community Colleges, practiced daily by faculty, staff, and administrators, and fulfilled without compromise in their application. These core values will continue to provide the cohesion, consistency, and inspiration for Community College educators to serve our students and communities:

- **Focus on Access** - We are the "Open Door" to higher education for all members of the community who can benefit from such opportunities. To provide that access, we must be affordable, adaptable and flexible.

- **Focus on Community** - We are responsive to the needs of our unique communities, and we are partners in defining and answering those needs. We are of our communities, not just in them.

- **Focus on Learning and Teaching** - We are student-centered, building communities one life at a time. We meet the students where they are. We are innovative in delivery method, innovative in supporting non-traditional students, and accountable for student outcomes.

- **Focus on Workforce and Economic Development** - We are active partners with industry, secondary and elementary education, and community agencies in developing a well-trained, effective workforce for the state and promoting economic development.

MISSION

The UH Community Colleges were established by State law in 1964 as an integral part of the University of Hawai`i. That mission was further defined in the Strategic Plan 1996-2007 as approved by the Board of Regents in November 1996. Within the overall mission of the University of Hawai`i, the Community College, have as their special mission:

- **Access:** To broaden access to postsecondary education in Hawai`i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

- **Learning and Teaching:** To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

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[1] State of Hawai`i, Act 39, 1964.

- **Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

- **Personal Development:** To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

- **Community Development:** To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

- **Diversity:** By building upon Hawai`i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

A STATE-WIDE REACH

Each of the Community Colleges offers a comprehensive and rigorous liberal arts program that leads to an Associate in Arts degree. Courses in this program are articulated with the UH Baccalaureate degree granting campuses to facilitate and encourage student transfer. Students who successfully complete the requirements for the Associate in Arts degree are considered to have completed the general education requirements at any of the UH Baccalaureate campuses. Each of the Community colleges offer a number of liberal arts courses through distance technologies, thus allowing individuals who may be unable to travel to a campus to complete an Associate in Arts degree at a distance by combining courses from several UHCC campuses.

In addition to the liberal arts, each campus offers an array of occupational/technical courses and programs. For example:

Hawai'i Community College - Serves the Island of Hawai`i by offering a comprehensive occupational/technical program that includes business, nursing, trades technology, and public service career fields; provides instructional opportunities at various sites around the Island of Hawai`i, and provides outreach support to other UH campuses through its administration of the University Center in West Hawai`i.

Honolulu Community College - Serves downtown Honolulu by offering the largest number of occupational/technical offerings in Hawai'i, including programs that are not offered at any other campus, e.g., marine technologies, cosmetology, refrigeration and air conditioning, aeronautic maintenance, and commercial aviation pilot training. The campus also provides administrative leadership for the statewide Pacific Center for Advanced Technology Training (PCATT).

Kapi'olani Community College - Serving east Honolulu, the campus is a statewide leader in health services education with nine unique programs in allied health professions; it offers instruction in business, information technology, eBusiness, the State's only legal assisting program, and extensive food service and hospitality education programs. The campus also provides administrative leadership for the statewide Culinary Institute of the Pacific (CIP)

Kaua'i Community College - Serves the island of Kaua`i by offering occupational/technical programs in fields such as business education, health care, and the visitor industry; provides outreach support to other UH campuses through its administration of the University Center on Kaua`i. The campus also provides administrative leadership for the statewide UHCC Distance Education initiative.

Leeward Community College - Serves central and west O`ahu by offering selected occupational/technical offerings, such as business technology, culinary arts, and automotive technology; provides UHCC unique programs such as television production, and information and computer sciences. Courses are also offered on-site in Wai`anae. In addition, LCC provides leadership for the UHCC teacher education initiatives.

Maui Community College - Serves the islands of Maui, Moloka`i, and Lana`i by offering comprehensive occupational/technical programs that includes business, nursing, trade technology, and public service career fields; courses offered over cable TV and a campus interactive television system provide instruction to Moloka'i, Lāna'i, and Hāna; provides outreach support to other UH campuses through its administration of the University Center on Maui.

Windward Community College - Serves windward O`ahu by offering selected occupational/technical programs; provides administrative support and leadership for the Employment Training Center and its various programs.

BOARD OF REGENTS STATEMENT ON UHCC MISSION

The UH Community Colleges enable the University of Hawai`i system to meet its mission mandate of putting postsecondary education within the reach of every resident who wants and can benefit from it. As open-door, low-tuition institutions, they offer state residents access through seven degree-granting campuses, affiliated outreach centers, and a flexible, short-term, workforce training center.

Opportunity is afforded those who can benefit and either have completed high school or are 18 years of age. For some, community college classes are the first step toward a baccalaureate or postgraduate degree; for others, they provide training or retraining in skills tailored to Hawai`i's job market. The nature and extent of the opportunity provided by the UH Community Colleges are conditioned by the desire, commitment, and preparation that prospective students bring to their postsecondary education endeavors.

The instructional, scholarship, and service missions of the Community Colleges are inseparable. Presenting knowledge through effective teaching is a special strength. This requires scholarship that focuses on the instructional enterprise, ensuring that students are prepared for advanced baccalaureate work, employment, and/or job upgrading. Achieving this outcome, while providing for students' personal enrichment, is the fundamental service mission of the UH Community Colleges.

The array of academic, technical, and occupational subjects offered by the University of Hawai`i Community College system of campuses is comprehensive. The system offers liberal arts and sciences instruction leading to baccalaureate degrees, career and occupational programs, developmental academic instruction, continuing education, public and community service programming, workforce development training, and related support services. In addition, as part

of the larger University of Hawai'i system, the Community Colleges facilitate the planning, scheduling, and delivery of baccalaureate and graduate degree programs throughout the state.[2]

ORGANIZATION

Currently, the UH Community Colleges consist of seven campuses, four on O'ahu and one each on the islands of Maui, Kaua'i, and Hawai'i. In addition to offering remedial/developmental instruction, each campus offers strong, comprehensive liberal arts programs that are articulated with all the baccalaureate colleges in Hawai'i, and have developed programs and services designed to meet specific State and community needs.

Each of the seven campuses are separately accredited by the Accrediting Commission for Community and Junior Colleges, with leadership and advocacy provided by the Senior Vice President and Chancellor for the Community Colleges. Staff administrative support to the UH Community Colleges is provided through the Office of the Chancellor for Community Colleges. Summaries of campus goals for the 2002-2010 planning period and new resource requirements for the 2003-2005 fiscal biennium are in Appendix C.

Central to the success of the Community Colleges in meeting the needs and desires of the people we serve has been our ability to provide high quality instruction and support services that meet the needs of our various clients. We have accomplished this by adopting a decentralized approach to the design and delivery of curricula, programs and services, while at the same time providing a coordinated approach to resource acquisition, allocation, and delivery of administrative leadership and support.

This approach allows us to:

- Develop and reinforce a focused mission and core values;
- Adopt focused policies and procedures compatible with our mission, and responsive to the needs expressed by the students and clients served by our various campuses;
- Develop resource acquisition and allocation priorities that reflect our unique requirements;
- Focus our course and program offerings to better meet the expectations of students and clients;
- Employ appropriately prepared faculty and staff and to recognize their performance as it relates to the delivery of specialized programs and services;
- Share faculty, staff and expertise across the State to make best use of our available resources;
- Develop and implement innovative new programs and services in response to changing community needs;
- Communicate and market our offerings to our various communities and clients; and
- Develop and implement efficient procurement and personnel policies and procedures.

Over the past twenty years there have been a number of occasions to examine and evaluate the manner in which the University and the Community Colleges have been organized. These have come in the form of legislative initiatives to establish a separate board for community colleges (an approach that has recently been adopted in Kentucky), or a separate board for UH Hilo and UH West Oahu (and renaming the new entity the Hawai'i State University); task forces formed to give advice on the 1984 systemwide reorganization that resulted in the dissolution of the UH Mānoa Chancellor's Office (an approach that was reversed by the 2001decision of the BOR to reestablish the Office); studies conducted by nationally

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[2] Board of Regents and Office of the President, November 1996; pp 10-11.

prominent consultants (e.g., Dr. Ernest Boyer of the Carnegie Council in 1989) that recommended maintaining the missions of the current major units, but resulted in the reshaping of some internal operating patterns; and evaluations by various accreditation teams that have made specific operational recommendations designed to strengthen and preserve the distinct mission of the Community Colleges.

Over the past decade, the educational need of the State of Hawai`i have changed, and with that change, the community's expectations regarding the role the Community Colleges can play in meeting those needs have also changed. As campuses develop programs and services in response to those changing needs and expectations, it is clear that we need to look at the way we organize ourselves, and make the changes necessary to continue to meet the needs of our communities.

In Spring 2002, an ad hoc committee was appointed to look at organizational issues. The ad hoc UHCC Operational Review Committee membership consists of the three Provosts from Honolulu CC, Kauai CC, and Maui CC, the four Academic Senate Chairs from the remaining campuses of Hawaii CC, Kapiolani CC, Leeward CC, and Windward CC, two students, one APT representative, and a Director of OCET. The task for the Committee was to review the roles and functions carried out currently by the Office of the Chancellor for Community Colleges (OCCC) within the context of changes in the organizational and operational structure of the University of Hawai`i and to determine which functions, if any, are required to support and serve the seven community colleges as they negotiate the transition into a new organizational structure whereby the college "CEO" or "Chancellor" (currently titled Provosts) report directly to the President of the University of Hawai`i.

The Report of the Operational Review Committee is found in Appendix D.

II. UHCC GOALS 2002 - 2010

> America is rapidly moving toward universal higher education, and this is indeed an achievement worth celebrating. Since a college degree has become a virtual necessity for success in our knowledge-based society, the dramatic increase in college attendance extends to many new groups the potential for a richer, more fulfilling personal and civic life. We need, therefore, to determine how best to prepare all students for life in this 21st century and what the answer implies for college learning. Our recent national policy of providing access for all to higher education has opened the doors of college to diverse students of every age. However, too many matriculants either drop out of college or complete degrees that, oddly, leave them, unprepared for a career, family life, and citizenship in our complex world.....the Greater Expectations National Panel ....calls for Greater Expectations for student achievement based on two central principles: *everyone is capable of high levels of achievement if we teach well and every individual and organization responsible for education should work to enable all students to learn.*[3]

The overall focus for the Community Colleges for the next eight years, 2002-2010, is to provide total quality education. This means that each member of the Community Colleges will provide quality work and quality services at all times in working with students and the community. Total quality education means that the programs we offer, how we deal with others, and how we promote ourselves will be of high quality and meet professional standards. Total quality education also means that faculty and staff are committed to the mission of the Community Colleges, are well-prepared and up-to-date in their areas of specialization, and are supportive of their students and colleagues in promoting a quality learning environment; that classrooms will be clean, safe, and amply lighted for conducting learning; that classrooms and laboratories will be appropriately equipped and supplied for instruction; and that the overall learning environment and infrastructure will be well-maintained and enhanced.

The directions set forth in this plan will provide a framework for program actions, resource allocation (and reallocation), budget requests, external funding requests, and Capital Improvement Projects (CIP) requests necessary to retain and enhance the quality and credibility of Hawai`i's Community Colleges.

GOAL A: PROMOTE LEARNING AND TEACHING FOR STUDENT SUCCESS

The Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

Current Situation:

Strengths:

- Increased enrollments, we serve the largest student population within the University;
- Increased enrollment of students identifying themselves as Hawaiian/Pt. Hawaiian;
- Convenient and affordable;
- Committed to active student learning;
- Faculty and staff recognized for dedication to UHCC mission and students;

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[3] The Association of American Colleges and Universities (AAC&U), Greater Expectations National Panel, 2001.

- Increased student retention from freshman to sophomore status over the past decade;
- Increase in the number of degrees and certificates awarded over the past ten years;
- Innovative programs on each campus;
- Successful launch of distance education as a coordinated system, offering an Associate in Arts degree by distance technology.
- Graduates and Leavers report high satisfaction with preparation for transfer and with their personal development;
- National recognition of quality programs and excellent student performance;

Weaknesses:

- Large number of underprepared students;
- Declining number of part-time and women students;
- Geographic isolation;
- Limited support resources for students with disabilities and other special needs students

Action Strategies for Achieving This Goal:

- Increase the success rate of underprepared students by designing and delivering more effective programs and services;

    - As a system, set a high priority to the allocation of required resource into and to assess the effectiveness of remedial/developmental programs and services.
    - Design and deliver a remedial/developmental education program that incorporates a holistic approach in meeting identified student needs.
    - Implement curricular articulation between secondary and postsecondary faculty, so the need for remediation is reduced.

- Increase retention and success rates of all students;

    - Offering any time, anywhere, any place access to programs, services, and common competency-based learning outcomes for the UHCC AA degrees.
    - Offering a more diverse array of programs in areas where there is demonstrated student demand and/or employment growth.

- Maintain course offering decisions by Distance Education committee; expand distance education AA degrees; standardize faculty compensation for distance education courses; and improve coordination and the UHCC organization;

- Increase student success by providing international, multi-cultural, and inter-cultural education opportunities for successful participation in an evolving global community;

    - As a system priority, develop state-of-the-art education programs including recruiting international students, education abroad for local students and quality curriculum development that prepares students for a global age.
    - As a system, promote the UHCC role in international education and globalization through the design and delivery of programs and support services.

- Strengthen UHCC as a premier resource in Hawaiian, Pacific Island and Asian programs, promote a respect for differences, and champion diversity;
    - Increase success for Native Hawaiian students by providing increased support for Hawaiian programs and students;
    - As a priority, institutionalize funding for Native Hawaiian programs and students.
- Increase student success by providing specialized support and counseling to students with disabilities;
    - Develop the infrastructure to support students with disabilities through the hire of professionally trained personnel who service all UHCC campuses (e.g. diagnosis of LD, sign-language, etc.).

Kev Performance Outcomes:

- Increase the term-to-term persistence rate of underprepared students and students with disabilities;
- Increase the number of students participating in service learning and other community-based learning activities;
- Increase the number of regular term students who pay non-resident tuition by 280 by 2010;
- Increase the rate of graduation or continued enrollment of degree seeking students to 45% by 2010;
- Increase the number of students who participate annually in inter-cultural and multi-cultural programs;
- Increase the number of students registrations in distance education courses and programs to 7,500 by Fall 2010;
- Increase the student course completion rates;
- Maintain or increase the student reported rate of satisfaction with their educational experience.

GOAL B: FUNCTION AS A SEAMLESS STATE SYSTEM

The UH System will function seamlessly when student learning becomes the core of the mission, and when students who demonstrate adequate preparation, regardless of their education level or where they are currently enrolled, are able to take courses from any program or campus that meets their educational interests. As a seamless system, we will function collaboratively, foster collegiality, and respect the diversity of each campus.

Current Situation:

Strengths:

- State law allows public high school students who take courses at the University to also receive credit for high school graduation;
- The top levels of the leadership of the Hawaii Department of Education (DOE) and UHCC have committed to increased systematic collaboration for the benefit of students;
- The DOE and Community Colleges have established a leadership working group, an agenda for action, and functioning joint task forces;
- The subsequent progress of student who transfer demonstrate the quality of their education;

Weaknesses:

- There is an inadequate system of articulating courses to 4-year campuses from within community colleges;
- There is no authentic and collaborative decision-making structure;
- Declining rate of transfer from DOE to Community Colleges;
- Declining rate of transfer from Community Colleges to UH baccalaureate campuses;
- There is no common student information system and transportable student services;
- Students, faculty, and staff are dissatisfied with difficulty in taking classes at more than one campus;
- There is an uneven level of coordination/cooperation between the DOE and UH;

Action Strategies for Achieving This Goal:

- Develop and implement collaborative decision-making processes involving all constituents within the UH system. These processes will include issues of curricula, and academic and student support services;

- Encourage inter-campus faculty resource sharing;

- Develop and implement a system-wide articulation policy that accepts the decisions of individual campuses in the matter of designating courses as core;

- Develop and implement a student information system to facilitate: 1) ease of student enrollment across campuses; and 2) tracking student outcomes to provide feedback;

- Develop consistent, effective student and academic support services that are transportable across the UH System;

- Increase the collaboration between the Hawai'i Department of Education and the UH system in various areas, such as Running Start, remediation, curricular articulation, and preparation/certification of teachers and educational assistants;

- Ensure acceptance by baccalaureate campuses of the Associate in Arts (AA) degree from the CC's and acceptance of the individual courses within the AA;

- Pursue changes in the UH housing policies to include Community College students as a priority group.

Key Performance Outcomes:

- Increase the Community College "going rate" of Hawai`i public high school graduates to 40% by Fall 2010.
- Increase the annual number of students from the Community Colleges who transfer to a UH baccalaureate granting college to 2,500 by 2010.
- Increase the annual number of early admission and "Running Start" students to 1,500 by Fall 2010.
- Increase the annual number of Community College students who take courses from more than one University campus during the same semester to 2,000 by 2010;
- Increase the percentage of Community College students residing in UH dormitories to 10% by 2010.

GOAL C: PROMOTE WORKFORCE AND ECONOMIC DEVELOPMENT

To promote workforce and economic development by responding quickly with education and training programs to meet changing workforce requirements, by developing strategic partnerships with selected businesses and training providers, and by offering selected baccalaureate degrees in response to demonstrated market demands.

Current Situation:

Strengths:

- Employers express satisfaction with UHCC program graduates;
- Graduates and Leavers report high satisfaction with preparation for work;
- Increased number of degrees and certificates;

Weaknesses:

- Campus curriculum development process is cumbersome and inflexible;
- Insufficient campus support for assisting students in employment search and orientation;
- The lack of sufficient reliable external data as to the employment of our Graduates and leavers;
- Difficulty in implementing a more flexible teaching assignment practice so faculty can teach both credit and non-credit;
- Underutilized technical facilities, especially in the summer.

Action Strategies for Achieving This Goal:

- Develop an academic calendar that allows for more efficient use of available facilities and a quicker response to identified education and training needs.

- Expand or implement job placement, employment search and job-focused orientation programs for all students;

  - Job placement, internship, co-op staff. Expand activities and support for faculty/staff members whose responsibilities are to develop job placement, internship, and co-op education opportunities for students.

- Make increased use of internships, co-op education and other workplace learning opportunities to provide students with real-world experiences;

- Respond quickly with education and training to meet emerging economic opportunities.

  - Utilize technologies and coordinated services to enhance the ability to respond to emerging opportunities. This includes the use of distance education and web enhanced technologies for classroom and on site training.
  - Develop a searchable non-credit website that informs employers and students of the training courses available on each campus and system-wide. Expand the cooperative inter-campus Pacific Center for Advanced Technology Training (PCATT) model to all non-credit offerings to market training and courses as a system.
  - Create a working team with other agencies and community players to identify and focus training in emerging areas. Develop joint strategies to provide resources necessary for on demand training and timely response to needs, such as the pooling of resources and the coordination of outreach.
  - Provide faculty the opportunity and support to develop non-credit training courses through specific allocations of assigned time and or mini-grants through the UHCC Offices of Continuing Education and Training to encourage faculty to develop course work to meet industry needs.
  - Create a "faculty in industry" program to allow faculty to intern in industry on a regular, rotatable basis to keep current in technological advancements and industry standardss and practices;
  - Establish an education and training development fund to support the rapid response to emerging workforce needs;

- Develop strategic partnerships with selected businesses, industries, and K-12 and postsecondary education, and training providers to better respond to evolving workforce education and training requirements.

  - Develop K-12 partnerships to expand the availability of advanced technical education, tech-prep/career pathway curricula, workplace internships and mentoring, Running Start programming, middle colleges, skills centers, and the sharing of educational data and information to promote the creation of a high school graduate ready to move into advanced career education.
  - Consolidate and focus training and contract relationships in specific fields for the UHCC system by establishing specialized organizations and the resources necessary to respond to specific industry needs; i.e., the Pacific Center for Advanced Technology Training (PCATT), the Culinary Institute of the Pacific (CIP), the Pacific Aerospace Training Center, etc.
  - Collaborate with sister institutions (i.e., University of North Dakota in Aerospace), corporate information technology and program providers (i.e., Cisco, ACT, Microsoft, etc.),

manufacturers (automotive companies, aircraft product groups), businesses (tourism industry, airlines, etc.), and union trainers (apprenticeship) to strengthen our role as the premier provider of workforce training in Hawai'i and the Pacific Rim.
- Establish international business training ties through corporate, governmental, and institutional collaborations throughout the Pacific Rim in areas of specialization.

- Offer selected technical baccalaureate degrees to meet changing community workforce needs.

  - Determine the need for new baccalaureate programs in support of workforce specializations. Research demand, emerging potential, managerial, accreditation, fiscal and physical resource, and personnel issues associated with such offerings. Utilize industry, community, student, and system discussion and participation.
  - Create a campus climate of understanding of the role of a "hapa" (2+4 year degrees) institution at each campus seeking program expansion to the baccalaureate level.
  - Identify specific programs need for economic development and create implementation plans. Integrate planning with state and industry economic development plans, noting the need to create specialized niches of economic diversification.
  - Determine whether collaborative efforts with existing baccalaureate degree granting campuses are more appropriate than seeking degrees in specific fields.

Key Performance Outcomes:

- Increase the employability of UHCC graduates to 97% by 2010;

- Increase the annual Percentage-of-Fit in occupational/technical programs to make more efficient use of facilities and faculty;

- Increase the annual non-credit student registrations to 90,000 by 2010;

- Maintain or increase the student reported rate of satisfaction with their preparation for work.

GOAL D: DEVELOP OUR HUMAN RESOURCES: RECRUITMENT, RETENTION, AND RENEWAL

To sustain and enhance a skilled, knowledgeable and productive workforce, committed to the delivery of high quality education and service.

Current Situation:

Strengths:

- Very highly dedicated faculty, staff, and administrators who are committed to providing quality education despite a decade of budget reductions;
- A workforce that is balanced in terms of gender and ethnicity;
- Experienced, competent leadership;

Weaknesses:

- A teaching load considered by many to be detrimental to our being able to meet professional development, curriculum development and student mentoring obligations and still deliver a high quality education;
- Salary schedules that have made it difficult to recruit quality faculty, staff, and administrators in competitive fields;
- Rapidly changing technologies that require a new set of skills and knowledge to successfully implement;
- Staffing shortages in key programs and services;
- Cumbersome and time consuming personnel and classification policies and procedures;
- Insufficient resources to provide an appropriate level of support for sabbatical leaves and other professional and staff development activities;

Action Strategies for Achieving This Goal:

- Acquire sufficient resources to allow faculty and staff more opportunities for curriculum development, student counseling, and college service.

- Support teaching and learning with technology, innovation, assessment and reform; and assure that as enrollment grows or changes that there is also growth in support services, including administration, institutional support, academic support, and student services.

- Make professional development, including sabbatical leaves available to all faculty and staff by setting aside up to 3% of salary base for professional development.

- Adopt a faculty and administrative compensation system that recognizes and rewards excellent performance by bringing average salaries to the 80th percentile on established compensation surveys such a those published by the National Education Association (NEA), and the College and University Personnel Association (CUPA).
- Continue to recruit and retain faculty, staff and administrators from under-represented groups, especially Native Hawaiian.

- Pursue a benefit plan that recognizes differing individual needs such as a "cafeteria plan" of employment benefits, whereby individuals can compose their own combination of benefits within dollar limits that apply to all;

- Improve administrative processes so that people are paid on time, treated with respect, and not bogged down with excessive bureaucracy and red tape.

Key Performance Outcomes:

- Reduce the annual credits taught by teaching faculty to an average of 24 credits or equivalent by July 2005.

- Bring faculty and administrative salary compensation up to a level comparable to the 80th percentile of public two-year institutions on the NEA and CUPA annual compensation surveys by July 2010.

- Increase opportunities for professional and staff development by budgeting 3% of personnel costs for this purpose by 2010.

GOAL E: DEVELOP AN EFFECTIVE, EFFICIENT, AND SUSTAINABLE INFRASTRUCTURE TO SUPPORT STUDENT LEARNING

Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and non-traditional students.

Current Situation:

Strengths:

- Significant new investment in new campus facilities at Maui CC and Windward CC
- Increases in repair and maintenance budget over the past two years;

Weaknesses:

- Hawaii expends fewer dollars per annual FTE community college student than other state;
- The effective resource base of UHCC has been in decline for the past decade;
- The only major needs based aid program for students enrolling in the UHCC is the tuition waiver program that places a major burden on those campuses with a significant number of low-income students;
- The existing student information system is a significant barrier to student flow through the University;
- The growth of the UHCC distance education is hampered by a lack of resources to meet curriculum development, faculty development, ad infrastructure requirements;

- Access to student housing for students who attend the community colleges - whether they be Hawaii residents, from the mainland, or international students - is severely limited by student housing available at UH Mānoa and UH Hilo.

Action Strategies for Achieving This Goal:

- Replace the existing University tuition waiver program with a State funded tuition assistance program for needy students;
- Increase the resources available for merit-based scholarship opportunities;
- Develop transportable financial aid options across the UH system; eg., work-study, scholarships;
- Increase student and community awareness of the Federal income tax credits available for eligible individuals who enroll in postsecondary education;
- Implement a new student information system by Fall 2003.
- System prioritization of necessary improvements based on studied need. To be reviewed by constituent representatives from each campus.
- Implement selected recommendations of the *UH Strategic Plan for Information Technology 2000*, including:
    - Effectively use technology to extend its instructional activities throughout the State and beyond, while applying technology to improve the quality of instruction and services delivered to students both on and off campus.
    - Implement modern administrative information systems to provide every member and customer of the UHCC community with integrated access to appropriate administrative information and services in a reduced paper environment.
    - Make all UHCC campuses and facilities information technology friendly, with a reliable modern technical infrastructure equipped for services appropriate to their use.
    - Use information technologies appropriately and effectively with the assistance of an able and committed information technology support staff.
    - Effectively manage the converging and rapidly advancing technologies of computing and communications across the system and at each campus or college by employing sound fiscal practices.
- Provide incentives for private companies to build and rent sufficient student housing to meet anticipated demand.
- Implement marketing and customer service plans that enable campuses to successfully recruit and retain students.

Key Performance Outcomes:

- Increase the facilities repair and maintenance annual expenditures to $7 Million by 2010;
- Increase the annual expenditures for equipment acquisition and replacement (including IT and distance learning equipment requirements) to $7 Million by 2010;
- Increase Community Colleges student housing units to 1,000 by 2010;
- Increase the UHCC marketing and public information budget to $1 Million by 2010;

III. RESOURCE REQUIREMENTS

Access is the single most important goal for the Community Colleges. However, continuing to fulfill this public policy mission of open door access within the finite limits of the State's fiscal resources will continue to challenge us. Access for the community would be a hollow concept without adequate programs and services designed to meet changing needs of the students and the community. This is particularly critical in the area of workforce development. Over the past decade there have been major changes in the State's economy, changes in the mix of high-skilled and low-skilled jobs, and changes in employers' expectations of skills and knowledge people should bring to the workplace. The Community Colleges have been at the forefront of responding to these changes by eliminating low demand programs and reallocating resources to develop new programs, equip facilities, retrain faculty, and respond to employers' requests for retraining their workforce. We will continue with this approach to meet the changing needs of our communities, but our current fiscal environment makes this an increasingly difficult challenge.

In concert with the strategic priorities detailed in this plan, the Community Colleges will continue efforts to reduce costs, improve operational efficiency, and increase revenue-generating capabilities to provide quality educational and training programs to meet public demand for services. However, a decade of budget reductions has placed us well behind other states in our expenditures per FTE student. A national study conducted by the Educational Commission of the States in 2001 reported that our expenditure per FTE student is the lowest among the 50 states. In a separate study conducted by the National Center for Higher Education Management Systems (NCHEMS) in 2000, it was reported that in FY 1998, the Community Colleges were funded at a level that was $26M to $30M below our peer institutions. This funding shortfall makes it particularly difficult to provide an adequate level of student, academic, and institutional support services essential to promote student success.

We are committed to work toward closing the funding gap identified in the 2000 NCHEMS funding study. We recognize it will be necessary to pursue a multi-dimensional, phased implementation strategy (including matching expenditure and execution plans) to accomplish this goal. This will require that we:

- Optimize tuition revenues by targeting student recruitment in areas where there is excess delivery capacity, and increasing the number of non-resident tuition paying students;
- Increase operational efficiency, i.e. streamline administrative and academic policies, reduce the number of low enrolled classes, increase average class size—particularly in under-enrolled occupational/technical programs, etc.;
- Improve the financial management capacity of administrators and staff;
- Use a holistic approach to financial management to assure best use of all available resources—"the color of money is green";
- Increase revenue flow from customized training and other non-credit sources;
- Increase revenue flow from gifts, sales and services, and other entrepreneurial activities;
- Increase contract and grant funding initiatives;
- Seek appropriate State General Fund support, including a scholarship program for needy students; and
- Consider adopting alternative organizational approaches to assure development of the entrepreneurial environment essential to assure the continued success of specialized training centers such as the Pacific Center for Advanced Technology and Training and the Culinary Institute of the Pacific.

All of these steps are essential if we are to preserve student access, maintain a low tuition, and attain the goals we have set for ourselves in this plan. In addition, it will be necessary for us to develop a thoughtful resource acquisition and expenditure strategy (including re-allocations) to aggregate the additional resources detailed below if we expect to be accomplish our priorities over the next eight years:

A.	***Promote Learning and Teaching for Student Success***	**$ 8,500,000**
	Remedial Developmental Education	$ 2,000,000
	Student Recruitment and Retention	$ 1,000,000
	Support for Students with Disabilities	$ 1,500,000
	Support for Hawaiian Programs	$ 2,000,000
	Academic and Student Support Services	$ 2,000,000
B.	***Function as a Seamless State System***	**$ 1,500,000**
	Student Information System	$ 1,000,000
	UHCC/DOE Collaboration	$ 500,000
C.	***Promote Workforce and Economic Development***	**$ 7,000,000**
	Workforce Development	$ 5,000,000
	Economic Development	$ 2,000,000
D.	***Develop Our Human Resources: Recruitment, Retention, and Renewal***	**$ 6,000,000**
	Faculty & Staff Salary to 80 percentile	$ 1,500,000
	Faculty Teaching Assignment Reduction	$ 3,000,000
	Leadership Development	$ 500,000
	Professional and Staff Development	$ 1,000,000
E.	***Develop an Effective, Efficient, and Sustainable Infrastructure to Support Student Learning***	**$16,500,000**
	MIS & Technology Infrastructure	$ 7,000,000
	Distance Learning Infrastructure	$ 1,000,000
	Equipment Replacement	$ 4,000,000
	Student Scholarship Program	$ 2,000,000
	Marketing and Public Information	$ 1,000,000
	Institutional Support	$ 1,500,000
Total		**$39,500,000**

IV THE STRATEGIC PLANNING PROCESS

In looking at our Strategic Plan, we focused our attention on identifying our goals and strategies for the next six years, and built upon a number of established processes and products that are in place which identified and defined UHCC directions. These include:

The 1996 UH Mission Statement;
The 2000 University Strategic Plan for Information Technology;
The 2001 WASC-ACCJC Accreditation UHCC Visiting Team Report;
The outcomes of Community Colleges Council of Faculty Senate Chairs and Executive Staff planning retreats;
The outcomes of the UHCC student leaders planning focus group;
The outcomes of campus planning activities;
The outcomes of systemwide strategic issues discussions held as part of the 2002 UHCC Excellence in Education Conference; and
The 2002 University of Hawai`i System Strategic Plan

The UHCC strategic planning process was a multi-step, iterative process that involved activities at both the individual campuses and the Community College system level. While some parts of the process may have appeared duplicative, they were necessary to assure widespread involvement from among all campus and constituencies.

The UHCC strategic planning process was led by a steering committee comprised of the UHCC Executive Staff, the Community Colleges Council of Faculty Senate Chairs, and Student Government President (or their designated representative) from each campus. The members are:

Sandra Sakaguchi, Provost Hawai`i CC
Mary Goya, Senate Chair, Hawai`i CC
Monotui Fuiava, Student, Hawai`i CC
Ramsey Pedersen, Provost, Honolulu CC
Jerry Saviano, Senate Chair, Honolulu CC
Noel Griffiths, Student, Honolulu CC
John Morton, Provost, Kapi`olani CC
Neghin Modavi, Senate Chair, Kapi`olani CC
Michael Wun, Student, Kapi`olani CC
Peggy Cha, Provost, Kaua`i CC
Carmela Tamme, Senate Chair, Kaua`i CC
Casey Codianne, Student, Kaua`i CC
Mark Silliman, Provost, Leeward CC
James Goodman, Senate Chair, Leeward CC
Jeffrey Galicinao, Student, Leeward CC
flo wiger, Interim Provost, Maui CC
Marge Kelm, Senate Chair, Maui CC
Patty Walker, Student, Maui CC
Angela Meixell, Interim Provost, Windward CC
Charles Whitten, Senate Chair, Windward CC
Tiffany VanderLinden-Dozier, Student, Windward CC
Sandy Okazaki, Asst. St. Director, ETC
Judy Guffey, Senate Chair, ETC
Kathy Jaycox, Director, K-20 Partnerships
Leon Richards, Director, International Issues
Dan Ishii, Vice Chancellor, Student and Community Affairs
Michael Rota, Vice Chancellor, Academic Affairs
Michael Unebasami, Vice Chancellor, Administrative Affairs

After coming to agreement on the UHCC mission and philosophy, the UHCC steering committee met a number of times over the 2001-2002 academic year to examine important external and internal operating issues (see Appendix A for a summary of those issues), detailed a number of planning assumptions (Appendix B) that helped guide the goals setting process, and developed the first draft of the UHCC unit plan in early February, 2002.

The draft UHCC Strategic Plan was widely circulated for discussion on each campus and posted on the UHCC Web page. As part of the program application, each faculty, staff and administrator was invited to participate in small group discussions (more than 30 individual sessions were scheduled) during the 2002 Excellence in Education Conference at Leeward Community College.

The outcomes of the Excellence in Education discussion groups and other individual responses were used by the steering committee to make revisions in the draft plan. The revised plan was distributed to each campus for further review in early May. Comments from that review were incorporated into the draft plan. This version of the plan was used as the basis for the development of the Community Colleges FB 2003-05 budget requests.

During the last week of August 2002, the draft plan, including the resource requirements needed to implement the various priorities, was distributed to campus faculty, student leaders, and administrators for their final review. On September 20, 2002, the Strategic Plan Steering Committee met and approved the final version of the Plan.

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